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2 **ABSTRACT**

3 This survey is aimed to determine the effective teacher behaviors that the students
4 feel are more likely to contribute to their academic success. For the purpose of the
5 study first, a stratified random selection 100 undergraduate students within Ankara
6 University during 2004-2005 school year were asked to list the teacher classroom
7 behaviors they felt were important to their academic success. By utilizing both
8 students list and simillar study done for the same purpose questionnaire consisting of
9 48 teacher behaviors was determined by the researcher. Then, random selection 220
10 students within Ankara University during 2005-2006 school year were asked to
11 determine the teacher classroom behaviors contribute to students academic success
12 in three dimentions: “ important (I), neither important nor unimportant (NN) and
13 unimportant (U)”. The data were interpreted by frequency disturbition. Twenty seven
14 (27) statements were determined ampirically as teacher behaviors that the students
15 felt were more likely to contribute to their academic success.

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17 *Key words:* effective teacher behaviors, students' academic success.

Determining The Effective Teacher Behaviors Contribute to Students' Academic Success

Unlike many professionals, teacher should be a communicator, a disciplinarian, a conveyor of information, an evaluator, a classroom manager, a counselor, a decision maker, a role model, and a surrogate parent. Each of these roles requires practice and skills that are often not taught in teacher preparation programs. Theories about what makes an effective teacher say one has to love children but do not make effective teachers. Similarly, others say effective teachers must have knowledge of subject content but they do not make effective teachers. Another theory is that effective teachers are inspiring, however, which is not necessarily effective teachers. So, which teacher behaviors make an effective teacher and which teacher behaviors contribute to students academic success (Zigmond,1996). Research findings showed that effective teachers should have cognitive skills of rapid judgement, chunking and differentiation (Erickson,1986). Similarly, Shulman (1987), identified some areas of knowledge required for good teaching: (1)content and subject knowledge, (2)general pedagogical (teaching) knowledge, (3)curriculum knowledge, (4)pedagogical content knowledge, (5)learners and characteristic knowledge, (6)educational contexts knowledge (community, district, school, classroom), (7)educational purpose, history and philosophy knowledge, and indicated that effective teachers put all these knowledge together to facilitate students learning. Besides these, to maximize students' academic success teacher behaviors including quantity and pacing of instruction, whole class versus individualized instruction, giving information, questioning students, reacting to students' response and context-specific findings have also been identified (Clark, Peterson, 1986). As a result, according to the literature there are some qualities that make teachers be an effective teacher: good

communication skills, teaching and production characteristics, human characteristic etc. On the other hand , knowing of which teachers behaviors the students consider as important for their academic success, is also important. However, there are few researchs considered students' point of view to determine teacher behaviors. For that reason, the focus of this study is to determine the effective teacher behaviors the students feel are more likely to contribute to their academic success.

METHOD

Subject and Procedure: A hundred undergraduate students which were selected by stratified random sampling within Ankara University during 2004-2005 school year were asked to list the teacher classroom behaviors they felt were important to their academic success. By utilizing both students' list and similar study done for the same purpose ([www.http://stat.cmu.edu/DASL/Datafiles/InstructorBehavior.html](http://stat.cmu.edu/DASL/Datafiles/InstructorBehavior.html)) a questionnaire consisting of 48 teacher behaviors was determined by the researcher. Then, randomly selected two hundred twenty (220) students attending their last year in Ankara University during 2005-2006 school year were asked to determine the teacher classroom behaviors contribute to students academic success in three dimentions: " important (I), neither important nor unimportant (NN) and unimportant (U)". The mean age for the 55 females was 20 years and the mean age for the 165 males was 23 years. Ages ranged from 18 to 30 years. General mean of 220 students was 22,47 years.

Data Analysis: Analysis of the data was guided by the main study question: what are the teacher behaviors the students feel are more likely to contribute to their academic success. The percent of the students' thoughts was taken and those items that took higher than 60 % were determined as ethic codes. To calculate the percentage of items, descriptive statistics in SPSS was used.

FINDINGS

The percent values of the students related to determining teacher behaviors contribute to their academic success are given at Table 1.

Insert table 1.

As can be seen at Table 1, the student stated the thought as 27 of the total of 48 items as $\geq 60\%$. As a result, in this study which was carried out to determine teacher behaviors contribute to students' academic success, 27 behaviors were determined.

RESULTS

As a result of this study which was carried out to determine the effective teacher behaviors the students feel are more likely to contribute their academic success, students marked the following behaviors as the most important ones : provide help willingly, listen attentively to students questions and treat students equally and fairly, which has the behaviors of valuing the individuals. These results are similar to the other study carried out the same purpose. It is important for the teacher to be closer to the student and show interest for his/her personal emotional world (Foote et al, 2000 & Monganett 1995). Teacher enthusiasm is also a variable that appears to be very important that constructs outstanding teaching (Check, 1999). As Patrik, Hilsey and Kempler (2000) stated it "when a teacher exhibits greater evidences of enthusiasm students are more likely to be interested, energetic, curious, and excited about learning. Backledge and Hunt (1995) said that being fair and non-judgemental is another very important characteristic of the effective teacher.

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123 **Table 1. The percent values of the students related to determining effective**
 124 **teacher behaviors contribute to their academic success**

Effective Teacher Behaviors	(Ö)		(NN)		(ÖZ)	
	n	%	n	%	n	%
1. Provide help willingly	212	96,4	6	2,7	2	0,9
2. Listen attentively to student questions .	210	95,5	8	3,6	2	0,9
3. Treat students equally and fairly .	206	93,6	12	5,5	2	0,9
4. Set realistic deadlines for assignments	196	89,1	24	10,9		
5. Present information in a logical sequence .	194	88,2	24	10,9	2	0,9
6. Give objective exams	190	86,4	26	11,8	4	1,8
7. Announce tests in advance	188	85,5	30	13,9	2	0,9
8. Use transparencies to teach	184	83,6	30	13,6	6	2,7
9. Be professional in speech and actions	180	81,8	34	15,5	6	2,7
10. Give classwork to enhance learning	180	81,8	32	14,5	8	3,6
11. Involve students in class discussions	176	80	38	17,3	6	2,7
12. Give constructive criticism	176	80	42	19,1	2	0,9
13. Empathize with students	174	79,1	42	19,1	4	1,8
14. Require students to use standard Turkish in class when they speak or write	174	79,1	40	18,2	6	2,7
15. Grade and return tests promptly	170	77,3	42	19,1	8	3,6
16. Offer words of encouragement	164	74,5	50	22,7	6	2,7
17. Call students by first name.	164	74,5	50	22,7	6	2,7
18. Move around in the classroom when teaching	162	73,6	52	23,6	6	2,7
19. Relate teaching to career interests .	159	72,3	47	21,4	14	6,4
20. Discuss ethical issues and societal norms	158	71,8	56	25,5	6	2,7
21. Encourage team or group work	157	71,4	57	25,9	6	2,7
22. Provide a break in a two-hour or longer class	154	70	60	27,3	6	2,7
23. Use real world examples in teaching	150	68,2	56	25,5	14	6,4
24. Be humorous in class	141	64,1	63	28,6	16	7,3
25. Use case study in the lesson	140	63,6	66	30	14	6,4
26. Review the lesson after teaching	138	62,7	60	27,3	22	10
27. Use personal experiences as examples in teaching	138	62,7	76	34,5	6	2,7
28. Preview the lesson before teaching	130	59,1	74	33,6	16	7,3
29. Give students extra credit assignments	130	59,1	70	31,8	20	9,1
30. Vary voice tone while teaching	126	57,3	80	36,4	14	6,4
31. Give homework to enhance learning	122	55,5	68	30,9	30	13,6
32. Write notes on chalkboard while teaching	120	54,5	86	39,1	14	6,4
33. Allocate points for class attendance	106	48,2	74	33,6	40	18,2
34. Give take-home exams	105	47,7	75	34,1	40	18,2
35. Give essay exams	102	46,4	92	41,8	26	11,8

36. Not accept assignments submitted late	102	46,4	72	32,7	46	20,9
37. Give unannounced quizzes	102	46,4	82	37,3	36	16,4
38. Deduct points for assignments submitted late	97	44,1	93	42,3	30	13,6
39. Assign projects requiring the use of the library	84	38,2	78	35,5	58	26,4
40. Require compulsory class attendance	83	37,7	77	35	60	27,3
41. Allocate points for outside readings	81	36,8	79	35,9	60	27,3
42. Allow time for questions after class .	78	80,9	34	15,5	8	3,6
43. Have students read a chapter and answer questions before teaching the content of the chapter	72	32,7	100	45,5	48	21,8
44. Require students to bring books to class	67	30,5	85	38,6	68	30,9
45 Allocate points for class participation	63	28,6	91	41,4	66	30
46. Call students by last name	49	22,3	36	16,4	135	61,4
47. Require computer use for class projects	43	19,5	65	29,5	112	50,9
48. Require students to know instructor's name	41	18,6	65	29,5	114	51,8
n= 220						
$\bar{x} = 22,47$ (yaş)						